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The Educational Weekly.

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Editorial.

The "Weekly" will be sent from this date till Jan. 1, 1880, for 65 cts. in advance.

A writer in the *Nineteenth Century* speaks forcibly against "impositions" as a punishment in school. Giving a large number of lines to write, or a word to copy several hundred times, is a disheartening task; it tends to disgust students with their teachers and their studies. Corporal punishment is a mistake in most instances, but sickening substitutes for it, and sneaking subterfuges, are worse.

It is a great aid to pupils to have the teacher go over the lesson with them beforehand, or at least to show them how to prepare it. A great deal of time and effort is wasted in blind attempts to study. If a river is to be studied, an outline given to the pupils will be of great assistance. Such topics as Source, Direction, Utility, How far navigable, Place of discharge, and Cities located on its banks, will give plan to the pupil's work of preparation.

It is a waste of time to keep pupils in the seats waiting for one or two at the board to finish their work. The time of the school session is too long or too short, according to the way in which it is used. We have seen a teacher occupy twenty minutes in collecting the writing-books of a division. We have also seen sixty-four books in a room of 8 desks x 8 desks collected in one half a minute after this fashion: The child in the back seat hands his book to the one in front and the latter passes the two books for ward, and so on till the books are on the front desks, when they are passed from the outer to the two central desks, and are taken by the occupants of those desks to the closet or teacher's table.

So, while one set of pupils are at the board, another set should be on similar work at their desks; but any explanation or demonstration should receive general attention. There is nothing more surprising than the condensation of work and economy of time that can be practiced, except it be, under other circumstances, the amount of waste and scatteration.

It appears from an Iowa correspondent of the *Popular Science Monthly* that there is something besides poison in the matter of snake-charm. His geese, turkeys, and chickens, he observed, would in succession gaze intently on a snake partly hidden under some weeds, and would circle around it, still regarding it with intense interest. He afterwards discovered that the snake was dead. This shows that the charm of the snake is in the terror it inspires in its prey, rather than in either its poison or any fascination of its eye. The same disposition to peer at a serpent even at great risk is observed in monkeys. But what need have we to go farther than man to find an example of a creature that is attracted, fascinated, infatuated with the dangerous and terrible? Every man believes himself an exception to the whole human race, fancying that he can run risks with impunity that would be fatal to another. The risk of battle is its chief attraction, and who has stood upon a high precipice without feeling the impulse to jump off the sure footing and explore the depths below? Beauty has its fascination, and so has monstrosity. The next best thing to being very handsome is to be very ugly.

The art of encouraging is a fine art; but there is danger that in school it may be one of the lost arts. Grown old, and too often crabbed, teachers have little idea how much good even slight encouragement may do to a child. There is danger of over-doing it, of course, but it is a safe kind of danger to court, and the danger of erring on the other side is infinitely greater.

Encouragement is peculiarly sweet in exercises of taste, such as music, reading, writing, and drawing. In mere recitation from memorizing, and even in exercises of computation, the child knows when he is right and the judgment passed upon his performance is merely perfunctory; but in the exercise of art the province of taste is wide, and the child is at the mercy of the teacher's opinion and his gratification at approval is in direct proportion to his crushed condition under harsh criticism or absolute condemnation. Many a child has smothered his best gift from being told that it is mean to be a poetaster, and the fire of genius has too often been checked in its kindling by a rude pedagogical poker.

In drawing, particularly, is kind encouragement required. A child's ideal of the true in art is so much beyond his power of execution that every outside aid should be used to sustain him in his effort. What then should be thought of a teacher who would with impatience and displeasure close up a child's book while doing his best, or play havoc with his best efforts with that besom of destruction—the rubber?

The calling upon members of the other professions to lecture before teachers' institutes to the exclusion of practical educators, is either an insult to the intelligence of teachers or a confession that the profession is unable to be either entertaining or instructive. The state of affairs in a series of teachers' institutes which we have lately attended was truly pitiable. The official conductors of these meetings not having anything of general interest were constrained to call in elocutionists to amuse, physicians to lecture, and clergymen to hector, the teachers. At the last of these meetings, a physician held forth on the sense of touch. His discourse was good enough, but there was not one of his audience that could not have crammed for an hour on the subject and done

a great deal better. It would be a much better plan, if teachers must attend institutes, to assign advanced branches of study and competent teachers of them to conduct recitations in the same way in which it is done in the school-room.

In large cities institutes are apt to become oppressive or farcical. With constant study demanded of teachers, the work is oppressive. With no study but mere attendance required and the same old straw threshed over and over for ten or a score years, the affair may become ridiculous. It may be advantageous to young teachers to have certain accepted dogmas of teaching repeated to them; but when teachers have been teaching long enough to have learned the trade, and when their official superiors know little or nothing about the trade, is it not useless, is it not annoying, is it not exasperating to compel the former to walk miles periodically in all sorts of weather and sit for a mortal hour and a half listening to what they know already, or to what is not worth knowing? A good plan would be to have an institute once a year for each grade and have new teachers, or teachers new in that grade, attend that institute and then graduate from institute duty for life.

EUREKA!

TO a western educator one of the most astonishing essays that have come from the press in many years is that of Charles Francis Adams, Jr., entitled "The New Departure in the Common Schools of Quincy." (The state is not mentioned, for New England people scorn to specify the state, even though the town mentioned might be of a size to be lost in one of the corners of a ward in a western village.)

The astonishing feature of this essay is the earnestness with which certain educational methods are discussed, that were settled in the West before Mr. Adams' "beard more white began to fall to him shaving." Mr. Adams uses 21 pages of space to relate the inception, introduction, and results of what we call the word-method in teaching reading, the object-method in teaching geography, and the practice of that which in the school-room we call physical exercises. And more a tonishing still, the disadvantages of the old, irrational method were not appreciated in Quincy till 1873, nor was the new departure made until 1875. In two years after the Chicago fire, Quincy discovered that the old jog-trot plan of teaching was irksome and unprofitable, and two years after the panic she began to apply the word-method, the object-method, and calisthenics in her public schools!

The new departure described by Mr. Adams as taking place in Quincy (Will he pardon us if we say Quincy, *Mass.*?) in 1875 was made in Chicago in 1858, and in Cincinnati and St. Louis some years earlier; but for the benefit of the teachers in some other New England towns we give a brief synopsis of the essay. It is not necessary to say to most of our readers that what we are about to describe has been tried, and the old straw threshed over in these parts until, to a certain extent, a reaction has set in; but we give it nevertheless as an illustration of the progress of New England.

In 1873 the committee characterized the state of the schools in Quincy as one of unsatisfactory "immobility." In other words, the teaching had got into a rut. The practice had been to allow the teachers to examine their pupils before the official visitors, traversing only safe and familiar ground. Now, however, a change was introduced. The members of the committee each took charge of a branch and examined the pupils upon their practical knowledge of it, only to find in them a very

unsatisfactory degree and condition of knowledge. The first step towards remedying this state of things was the employment of a superintendent whose forte was primary instruction. The essence of this gentleman's system was that there was no system. At this point Mr. Adams severely criticises the cities which run their schools on the plan of a railroad; but we refrain from quoting his remarks lest they be thought personal to our local maker of educational time-tables.

The word-method made learning to read as easy, pleasant, and natural as learning to talk or to walk is to the child to whose "grade" belong those exercises. A touch of the kindergarten was introduced in a play-table and toys. Sprightly young women took the place of the lymphatic "dames," and the effect was magical upon all concerned. Ascending from the primary school, the aim was to teach but few branches but to teach those well, and the curriculum was limited to the three R's. All studies were taught in two exercises, reading and writing. Special reading-books were discarded and miscellaneous reading matter introduced; the spelling-book was dropped and spelling was taught in connection with other branches; technical grammar was discontinued and letter-writing and the reproduction of articles read substituted. The pen was kept so constantly in hand that its use became as easy as that of the tongue. Mr. Adams says, however: "In arithmetic no great changes or improvement in the methods of instruction as yet seem possible." Is it possible that Mr. Adams has not had a copy of Doty's Manual? Geography was taught by having the children make mud-pies in the shape of the continents, etc.; but no mention is made of dissected countries or relief-maps.

The improvement became evident in the ability of pupils to read at sight and in the interest which pupils, teachers, parents, and strangers, took in the work of the schools. There was no more "whining school-boy wending like snail unwillingly to school." Vacations were still enjoyed but school terms were not dreaded. Moreover, the cost of the schools per pupil was diminished; but Mr. Adams does not state what class of teachers had their salaries reduced, although he plainly intimates that one means of keeping expenses down was the exclusion of a multiplicity of studies. In the Quincy scheme we find no mention of oral, botany, zoölogy, music, drawing, or German, many of which, the last especially, are considered so essential to a common-school education in the West. Perhaps in Quincy, however, the German vote is not so great a consideration, nor the superintendent the abject slave and facile tool of the German member.

Mr. Adams concludes by advocating the employment of at least one specialist in education in each village, to produce and maintain the heavenly state of affairs described as existing in Quincy, and he compliments the Michigan University upon its course in providing a chair of pedagogics for the preparation of such as wish to fit themselves for the profession of teaching.

Quincy has doubtless gone too far in discarding reading and spelling books; she will wake up to regret the disuse of the theory of grammar; and the mud-pie method of teaching geography is one that will not pan out well; but she is to be congratulated for avoiding an over-burdened course and retaining upon the school committee Charles Francis Adams, Jr., even though we do say to his teeth:

"Thou mindest us of gentle folks,
Old gentle folks are they,
Who say an undisputed thing
In such a solemn way."

REVIEWS.

The Star Singer. By S. W. Straub. Chicago: Jansen, McClurg & Co., 60 cents.

This new singing-book, designed for schools, musical institutes, and societies, is not only the latest but in many respects the best book of the kind published for many years. Its elementary department is concise, systematic, and attractive to the learner. Its glees, anthems, hymn-tunes, songs, and choruses, are all selected with the good taste displayed by Professor Straub in his other collections—the "Convention and Choir," "Woodland Echoes," "Crown of Glory," etc. The book is handsomely and firmly bound and well printed. Its price is low, and everything combines to make the book very popular with schools and societies.

Principles of Rhetoric. By A. S. Hill. New York: Harper & Brother, 1879.

The author of this work teaches the use of plain, forcible language without regard to its root or original meaning. Quoting Landor, he says, "There is a fastidiousness in the use of language that indicates an atrophy of mind. What can be plainer, for instance, than the expression, *You are rather late?* and yet *rather* originally meant earlier."

In the same strain the author countenances the use of all strong terms and expressions regardless of their pedigree. The fact is that all our more forcible and even poetical language came up out of the depths, like bubbles of hydrogen from the bottom of a swamp. This the powerful writers of the language recognize and take advantage of, but it is not often that the author of a school text-book has the courage of Mr. Hill to countenance and promulgate it.

The work is divided into two parts—Composition in General and Kinds of Composition. These parts are divided into Grammatical Purity, Choice and Use of Words, Narration and Description, and Argumentative Composition, with a somewhat extended and admirably illustrated treatise on punctuation and capitals, in the appendix.

The author in his own style gives a good example of the theories he advances. His language is forceful and clear; but, as the spawn of temporary states of feeling, such as *copperhead* and *bulldoze*, are deprecated, and no word or form of expression countenanced unless there is a need and a permanent place for it in the language, so his own diction is chaste and elevated, though at the same time terse and nervous. It is not often that the attributes of critic and creator are so evenly balanced and combined in one and the same writer as is the case with Mr. Hill. He gives evidence of a wide range of reading and more than a tasteful, in fact, a happy, selection of passages and critical views. A peculiar feature of the work is its passing upon the merits of authors by quoting other authors. So the book is not a series of dry, stereotyped, commonplace judgments of a pedagogical critic upon literary works, but a series of brilliant flashes of the opinion of artists upon fellow artists. It is wit with wit illumined. Mr. Hill is the Dickens of literary pedagogy, the Bret Harte of rhetorical didactics.

Young men and young ladies will be delighted with it, and the most hypercritical rhetorician can scarcely find fault with it; for, underlying its picturesque delineation of the features of a good English style, as is found under all species of wit, boldness, and simplicity, will be discovered the bed-rock of hard common-sense. Students will not have to learn it; it will learn itself.

In the earlier rhetorics purism was too much insisted upon, and

hence the lamentable failure of so many graduates of colleges in attempting to write powerful English. Language is of the soil and we should accept its flower and fruitage without laying bare the roots. Language is also imitative and figurative; the stream of its usage is sure to broaden as it flows, and it is vain to attempt to channel it within the width of its rivulet sources. All these facts Mr. Hill recognizes; with this condition, acknowledging usage as the mistress, he is in perfect sympathy and accord. Hence his book is a natural reflection of the beauties of the English tongue and not a cold dissection or an artificial analysis, by a Procrustean method, of its component elements. It is an enticing book to study; it is an exhilarating book to read; it is an inspiring book to guide in the formation of an easy, trenchant style.

Swinton's Complete Course in Geography. Swinton's Elementary Geography. By William Swinton. Ivison, Blakeman, Taylor & Co., New York and Chicago.

"Avoid extremes" is the warning of a great educator. "Beware of hobby-riders" is the caution of another. Mr. Swinton has heeded both admonitions and produced in the above-mentioned works a series of geographies in which the elements are combined in such fair proportions that the whole impresses one as a vital organism or a symmetrical product of architectural art. No undue prominence is given to any one branch of the subject, but physical, political, and mathematical geography are so presented as to suggest the three plates of the kaleidoscope, combining to produce one design, simple, symmetrical, varied and beautiful.

In the treatment of general topics, there is an oral outline followed by text to be recited. The topic, "wants of man," is taken from Mr. Pickard's report of 1874.

The maps are finely engraved, and the lines dotted to show the exact degree of latitude and longitude, while corresponding relief maps vividly display the physical features. The sectional maps of the United States are on a uniform scale—a circumstance that fixes comparative areas in the mind without the aid of fancy or arithmetic. The sectional maps are uncrowded with items, but these are supplemented with other maps on a larger scale, which are full enough for all purposes of reference.

In connection with the matter to be learned by all, there is special matter in small type for each state. This seems to meet the want of local geography in the most liberal and satisfactory manner, and to obviate burdening the general student with tiresome repetitions and a multitude of details. The order in which a state is treated is "Its Rank," "Physical Features," "Leading Industries," with other topics peculiar to a particular country or state. In addition to the descriptive text there are topical reviews, map studies, and test questions.

The illustrations are novel. They are not so striking as those in some other geographies; but instead of being sensational, they are true to nature, illustrative of the text, and of the scenery, industries, architectural triumphs, and manners and appearance of the inhabitants.

The Elementary Course is in no sense a primary book, or a condensation of the "Complete," or a necessary introduction to the latter. It is complete in itself, peculiar in its plan, and as different from the other as if it were written by another author. It contains, too, more matter than would be expected from its title, and as much as the average ungraded school can advantageously use.

Both books contain Apgar's system of map-drawing. In the

"Complete" the statistical tables are limited, but it contains the pronunciation of 1,000 difficult geographical names.

To note that these books are by William Swinton is as much as saying that they are original in plan and ingenious in treatment. At first sight, this very originality may count against them; as in allowing the maps for the uniformity of the scale to trespass upon the margin, and in the odd appearance of the globular map which presents to the eye nearly all the land surface of the earth; but a little thought shows that there is method and philosophy in it all. These works will prove serviceable, sensible, and solid.

SPELLING REFORM.

DAVID KIRK.

IT is probably true, as a writer in the WEEKLY recently remarked, that the spelling reform mania will be of short duration. This is my apology for discussing the subject again.

Professor Whitney, Journalist Medill, and others, hold that the difficulties in the way of reformed spelling are magnified by the advocates of the present system, or want of system.

Their course of argument to prove the ultimate success of a phonetic alphabet, is about as follows:

Many things have been declared impossible or absurd. Afterwards they have been proved to be possible and rational; therefore, nothing is impossible or absurd. Dr. Dionysius Lardner, the leading physicist of his day, was of the opinion that steam navigation on the Atlantic would be impossible. Other great men have expressed like fallible opinions as to the practicability of alleged reforms and inventions; therefore every whim of notoriety-seeking individuals contains within it the germs of glorious possibilities.

It is not known whose system of phonetics will eventually be adopted. Some of the reformed methods that meet with favor are those of Pitman, Whitney, Medill, Billings, and Nasby. The last-named full-orbed reformer has solved the great problem, what to do with the ten-thousand geographical names, and the thousands of other proper names. These he also spells phonetically—*Indiana* becomes *Injeany*, and *Lincoln*, *Linkin*. Indeed, Nasby goes a step beyond the wildest reformer of the phonetic school, for he coins new words, and changes the pronunciation of old ones. And why not? If one man, because he has a smattering of Sanscrit, and is called "professor," has a right to change the written form of a word, another has an equal right to change the spoken form of such words as he deems it difficult to pronounce, or even to coin new words *ad libitum*. Who has not noticed that different classes of foreigners have special difficulties in pronouncing English words? The Teutons say *de* for *the*; the Scandinavians say *yug* for *jug*, and John Chinaman says *Melican* for *American*. If our language is to be amended in the interests of foreigners, as the "professors" say it should be, when they advocate a phonetic system of spelling, let there be several thousand orthoepical changes. The canny Scotchman, the brusque Englishman, the witty Irishman, the phlegmatic German, the volatile Frenchman, the grave Spaniard, and the conservative Asiatic, are all troubled in their efforts to pronounce certain American words. Indeed, our own people find that many words of their mother-tongue are "jaw-breakers." Some persons find it hard to give the plural of *post*. Why then do we not all pronounce said plural as if it were spelled *post-sis*?

Could we adopt the reform in orthoepy indicated by the above

remarks, children would learn to speak in half the time now required. All long words should be discarded, for it has been shown that short words can be grouped into passable sentences. We have followed the lead of Old Polysyllabic Dr. Johnson long enough. DeQuincy and Macaulay were wordy fellows, and besides they did not take the *Chicago Tribune*, or belong to a spelling reform association.

Great latitude should be allowed in the matter of forming new words. Our language may not rival the Greek in the capacity of forming new words from roots within itself, but our people have a genius for making new words out of nothing, which far transcends the inventive power of the euphony-loving (yufunyluvung) Greeks.

An old district judge in this state, being at a loss to find a word to express the true inwardness of a certain sly and trickish fellow, thought out the word *stigarious*, which he uses frequently, and this word will perhaps be one of the attractions of the next edition of Webster. The Bible does not tell us what language was spoken by the babel-builders of Noah's day, but we learn that it was confounded. Shall we deviate from the standard of our modern Noah and allow our language to be confounded?

Certain inevitable changes will occur in the most carefully-guarded language. It may even seem necessary for the philological doctors to assist nature a little in its struggle for perfection, but too much dosing of a body that is well, will result in its disintegration.

JACKSON, MINN., Sept. 29, 1879.

THE REIGN OF JACKSON.

Condensed from Von Holst's Constitutional History of the United States.

By M. H. P.

ANDREW JACKSON'S administration constituted in many respects an important epoch in the history of the United States. The Nullification ordinance of South Carolina and the compromise of 1833 constituted the first phase of states-rightsism which was here brought to a close. Adams, the last statesman who was for many years to occupy the White House, was succeeded by Jackson. His name, proposed by Tennessee, was the cause of great astonishment to the people of New England, who hardly knew whether to smile at the absurdity, or grow wroth at the audacity of the recommendation.

Though he had occupied high places in the state, even to the supreme judgeship, he was known in Washington only as a man unable to command his violent temper sufficiently to be understood when attempting a speech in the senate chamber. His laurels had been won when to be up to the wiles and intrigues of Indian warfare, and to be a good shot were of as much importance as to be versed in the law of the land.

At the time of Adams' election to the presidency, Jackson appeared with great acrimony and utter absence of tact that the popular vote was in his favor, and while forced to acknowledge the constitutionality of Adams' election, he called in question its moral justification. His party demanded an investigation claiming in regard to the letter and spirit of the constitution, that it should be subordinate to the "Demos Krates." They failed to see that in a democratic constitutional state, the legally and morally binding rule is not the will of the majority of the people expressed in any way that suits their whims, but the will of the majority expressed in the way provided by the constitution, and in no other. These principles failed when asserted in 1824, Adams being

elected, but they conquered in 1828. Jackson had to be elected that the people might demonstrate that to despise their "will," even under the protecting mantle of the constitution, was a revolt of the servant against his master, as foolish as it was audacious. Their most forcible argument was the erection of a hickory pole and a hurrah for Andrew Jackson! A most motley crowd gathered around the new holder of power and the victorious plebs showed at the reception at the White House how much they felt at home. The saviors of their country had come to get their pay. From many, if not all of the previous executive officers, comes a cry of distress over the corruption that clung to office holding and office giving. They seem to have made genuine and severe efforts to bring about civil service reform to purify the officers whose inmates were compared to a lot of pigs noisily crowding around the trough.

New York decided by chance the election campaign for Jackson, and brought, through the example and labors of the Albany Regency, which had grown strong for fifty years in this fashion, the doctrine that to the "victors belong the spoils." Van Buren was the soul of the Regency. He led the state triumphantly over into Jackson's camp, and was the designated head of Jackson's cabinet. We may now understand what was the meaning of the reform promised in Jackson's inaugural address. Honestly as Jackson had recommended the ideal theory to Monroe, he was a thoroughly practical man. The camp was the higher school of life through which he had come, and he involuntarily carried the customs and discipline of the camp into his new sphere of action. It was not his desire for revenge, and his unprincipled ambition to rule, that suddenly transformed the habitual good custom hitherto prevailing, into the evil one, which to this day is one of the great misfortunes of the republic. He only opened the gates which had long dammed the flood; he opened them as the representative of the political tendency which, with his election, became predominant. Up to this time the person who had entered the "civil service" of the country had chosen a career for life. Now the bestowal of office became a species of payment, and a change of incumbent after four, or at most eight, years was to be expected. Thus were stumbling blocks placed in the way of statesmen, and the way was smoothly paved for politicians.

Opposition of any kind was insupportable to Jackson. He was always too certain of the goodness of his cause to believe, much less to understand, that the opposition arose from honest conviction. In political life as in the field he knew only friends and foes; he was therefore ruthless in battle and unreserved in his devotion to his friends. He was unable to distinguish between the relative importance of different questions; not being able to discriminate between the small and the great. He gave his entire thought and will to every task. He not only made use on a most extensive scale of his official position in extra-official affairs, because he in good faith dragged his office into that which concerned only his own person; but what was more far-reaching in its consequences, he marked out the boundaries of the rights of the office in accordance with his own personal judgment and the wants of the moment, because he gave the duties of the office an improperly wide extension, and was conscious that he desired to fulfill them honestly. Since Louis XIV., the maxim *l'état c'est moi* has scarcely found a second time so ingenious and complete an expression as in Andrew Jackson.

That such a phenomenon was possible in the republic, without causing its disruption, is easy of explanation. Jackson was the embodiment of the typical American traits. Unquestionably a

man of great parts, the lack of education in his youth prevented his ever becoming a great man. He neither pointed out nor opened new ways to his people during his presidency, but only dragged them by the demoniacal power of his will more rapidly along the road they were already travelling. The supporters of his policy were the instincts of the masses; the sum and substance his satisfaction of those instincts. The power of his will gave it absolute sway.

These last lines give the key to the right understanding of the political bearing of the bank-controversy which was mainly the occasion of so rude a development of personal rule, that we may very properly speak of the reign of Andrew Jackson. It is not necessary to discuss the economic questions involved in the bank controversy. It had long ceased to be a party question, and all distrust of it would in all probability have remained latent for some time, had not Jackson made the question sooner the order of the day. A complaint against the branch bank of Portsmouth was the first step. It was intended that this effort should appear to be the removal of an obnoxious person from its management; but it soon became apparent, however, that it was a movement of politicians to control the bank for party purposes. The history of the quarrel justifies Calhoun's assertion that "the real offense of the bank is not that it has intermeddled in politics, but that it has not intermeddled on the side of power." The bank was undoubtedly right in its position towards both the Secretary of the Treasury and the Secretary of War, but it overestimated its power if it supposed it could withstand a struggle with the administration. Soon after the beginning of this struggle a convention in Baltimore unanimously nominated Clay for the presidency, and in its address assumed an attitude of objection to Jackson's bank-policy more antagonistic than occasion had yet justified. Their watch-word "The bank or Jackson" aroused his friends, who gladly accepted this war-cry and the issue.

The House of Representatives were not, however, ready for the issue, and at the test the bank bill was passed by a vote of 107 against 85. The president's prompt veto gave it to be understood that he would regard the issue of the election as the final decree of the people. The overwhelming majority of 1832 was a victory more brilliant than had been expected. His annual message showed that the prosecution of the war against the bank was to be continued. The House by a vote of 109 against 46 declared "that the deposits may be safely continued in the Banks of the United States." This seemed to be a matter of no significance to Jackson. If Congress wished to cooperate with him, well and good; if not he went his way, alone, unconcerned. With the Cabinet it was the same; they might agree with him, or be transferred elsewhere.

McLane, Secretary of the Treasury, who objected to Jackson's plan of management, was superseded by Duane, who soon came to an issue with the President. Attempting to defend the bank deposits from the President's usurping control, he was dismissed and Attorney General Taney appointed in his place. Taney was too good a lawyer not to see that the power to control the public funds belonged to the legislature. He was too thorough a jurist to be able to overlook several principles of law, applicable to all contracts, were it not that he treated the question as a politician, and did not weigh it with juridical objectivity. This absolute denial of a control by Congress, and of a legally limited power in relation to the removal of the deposits, found its full meaning in the control to which Taney declared himself subject. Taney was not a pliant tool, nor one that acted through selfish motives,

in the hands of Jackson, as party spirit then and for a long time after asserted that he had. He fully shared Jackson's opinions concerning the bank, and even seems to have emphatically urged the removal of the deposits while Jackson was still in doubt. But spite of this, Jackson was the real originator of the order, and Taney's statement of reasons was only a repetition of the document read not long before by Jackson in his Cabinet.

This gives the matter its deeper meaning. The real usurper was not the Secretary of the Treasury, but the President. And hence, the usurpation was not simply the assumption of a definite authority not granted by the laws. The process of reasoning by which it was sought to justify it changed the whole relation of the executive to the legislative power, appealed in questions of legislative policy to a forum unknown to the constitution and the laws, one additional to and above congress, and raised the president above the laws, inasmuch as it accorded to him the right to absolve officials from their legal responsibility, and to assume it himself by referring to the decisions of that forum.

That Jackson honestly believed that he was exercising a right which fully belonged to him, is certain. On the many cases in which he exceeded his rightful authority, he found his real justification in his own eyes—justification which was proof against all attacks—in his own judgment, the correctness of which he never doubted himself, and in the honesty of his intentions. Under this broad shield, a statesman of the backwoodsman type might bury many doubts as to the law. And in this instance, his objects were certainly important enough to rather drop the stubborn Duane than to give up the attainment of them. He "assumes the responsibility" of the removal of the deposits for no smaller reason than because it was "necessary to preserve the morals of the people, the freedom of the press, and the purity of the elective franchise." But who had made the president the guardian of the morals of the people, of the liberty of the press, and the freedom of the elective franchise? There is no reason even to-day, why the warning which Clay and Webster addressed to the people should be scoffed at, even if they ignored the economic consequences of Jackson's bank policy, and even if Clay's question why the president did not likewise assume the guardianship of religion has remained objectless.

The bank struggle has a permanent political significance, far surpassing its economic and legal importance; and this significance lay in the element which made Jackson able, actually and successfully to assert his claims, in conflict both with the constitution and with the idea of republicanism, to a position between congress and the people as patriarchal ruler of the republic.

The curse of Jackson's administration may be summed in a few words: it systematically undermined the public consciousness of right, and diminished the respect of the people for the government.

The views entertained toward the end of the last century in the United States, as well as in the rest of the world with a western civilization, on the relation of the "executive power" to the free progressive development of nations, scarcely permit us to doubt that the guiding thought in the prescribing of the President's oath of office was not so much a desire to place the constitution under the special guardianship of the President against internal enemies, as it was to protect the people against the attacks of the President on the constitution itself, so far as it was possible for an oath to do this.

Jackson, the holder of the executive power, made the subordination of the state to society the determining principle of the

republic, which, in the highest sense of the word, should have been an unarbitrary law-respecting state. The protest also repeatedly substituted "public opinion" for the "people." Webster, therefore, was not guilty of exaggeration when he said that the reasoning of the President amounted to claiming that it was permitted to him to do whatever public opinion sanctioned, or to express it more simply, that it was permitted to him to do whatever he could do. The idea that since Jackson's time the supreme power has in reality lain in the hands of the masses; is a piece of deception as great as it is pernicious and yet it is one which the permanent heirs of Jackson's power have, in great part, practiced even to the present day on the masses of the American people. The undeniable and sadly plain fact is, that since that time the people have begun to exchange the leadership of a small number of statesmen and politicians of a higher order for the rule of an ever increasing crowd of politicians of high and low degree, down even to the pot-house politicians, and the common thief, in the protecting mantle of demagogism. When people from the region lying between the limits of society and the house of correction obtained a controlling influence in politics, this at first appears as the consequence of an unfortunate condition of local affairs. And that politics became a profession in which mediocrity—on an ever descending scale—dominated, and moral laxity became the rule, if not a requisite, people refused to consider an unfortunate condition so long as a life devoted to acquisition approached nearer to the goal of its satisfaction. Popular sovereignty in the sense that the minute direction of politics is determined by the will of the majority as expressed by "public opinion" is an impossibility. But when in a popular state politics becomes a despised trade, the state is brought face to face with the question of life or death, for to the extent that this has really happened, self-government is only a shadow without substance.

The shallowing, materializing, demoralizing transformation of the democracy, for which a broad path was paved by Jackson's administration, first found its most disastrous consequences in the hands of the southern states, by which it was turned to account in the promotion of slavery.

CIVIL GOVERNMENT IN COUNTRY SCHOOLS.

We are pleased to note that our esteemed friend, the Superintendent of Bureau county, has put a recent suggestion of the WEEKLY into the following neat and practical form:

To the Teachers of Bureau County:

After carefully studying the needs of our schools, and becoming convinced that there is a lack in the work of preparing our pupils for intelligent citizenship, we have prepared the following questions as a partial guide to the teachers to assist them in this very desirable undertaking:

1. Name the different offices in each township, and the duties of each.
2. Name the different county offices, the term of office, and the duties of each.
3. Give the number of state officers in Illinois, the duties of each, the length of time each holds office, the amount of salary received; also name the present incumbents.
4. Tell how the President is elected; give the number of his cabinet, the duties and name of each officer, and mention the state each one is from.
5. State the number of judges in the Supreme Court of the United States; how they obtain their position, and how long they continue in office; what salary they receive; the character of the cases that come before them for trial; also name the present incumbents and the state they are from.
6. Give the distinction between the Supreme Court of the state, Appellate, Circuit, County, and Justice Courts.
7. In what judicial district of Illinois is Bureau county? What counties compose this district? Give the number of judges, their salary, term of office, present incumbents, and what counties they are from.

8. State the duties of the Grand and Petit Juries in state courts.
9. What are the necessary qualifications to become eligible to the office of President of U. S., U. S. Senator, and members of the House of Representatives?

10. Of what two Houses does the State Legislature consist? Tell how many members in each House, term of office and salary of each, also how often the Legislature meets.

11. In what congressional district is Bureau county? How many counties compose it? Who is our present representative? Give the number of congressional districts in the state, also state how the number is ascertained. Will there be more or fewer after the next census? Why?

12. How many U. S. Senators has each state? What is their term of office, salary, and how are they elected? Name the present Senators from Illinois.

13. How many mints in the United States? Where are they located?

14. Explain the postal service of the U. S.

15. What is the number and range of the township in which you live, and why so numbered?

16. How would you describe the southeast twenty acres of the section upon which your schoolhouse stands?

17. What section of each township is called the school section, and why? Can that section be sold? if so, what is done with the proceeds?

18. State when the school year commences, and how many days of school must each district have annually in order to draw public money.

Two copies of the above questions will be sent to each school district in the county. We request the teachers to have one copy posted permanently in a conspicuous place in the schoolroom, where the pupils may have access to it at any time.

We further request that oral instruction be given from time to time as the opportunity presents itself, until the pupils become familiar with each topic. We feel confident that much knowledge may be gained in this way, with a small amount of time and labor expended.

We trust no teacher will feel this a burden, but, on the contrary, that each will take pleasure in presenting these topics which are so intimately connected with our every-day life.

In our visitations, we shall try to ascertain how successful the teachers have been in this new departure. Wishing you all a pleasant term of school, and great success in your work, I remain ever ready to assist you in any way possible.

Very truly yours,

G. B. HARRINGTON,
Superintendent of Schools.

PRINCETON, ILL., Sept. 24, 1879.

A LETTER FROM CALIFORNIA.

To the Editors of the Weekly:

The Teachers' Institute of Solano county, California, has been in session in Vallejo four days of this week. Miss Titus, a teacher of the State Normal School, was with us two days; and she presented methods of teaching arithmetic and grammar, such as are in use in the training school under her instruction. Dr. E. S. Carr, State Supt. of Public Instruction, gave us two interesting lectures; and D. C. Stone, Dept. Supt., of San Francisco, talked to us very pleasantly one evening about "Wastes in the schoolroom," and the bearing of the new constitution upon educational matters in our state.

The sessions of the Institute were enlivened by music, instrumental and vocal, especially in the evening, and by readings and recitations of fine selections. The Institute adjourned one evening at 8½ P. M., to attend a public rehearsal of the Orpheus Club. This was a treat in the musical line, which will long be remembered. One afternoon immediately after adjournment, the teachers visited the pleasant rooms of Mrs. Rawson, one of our teachers of drawing and painting. Her numerous pictures and curiosities gave pleasure and instruction to all. Another afternoon after adjournment was spent in inspecting an unfinished monitor. The next morning, from 7½ to 9½ A. M., was occupied in sailing in row boats up the harbor, and inspecting, as far as possible, the monitors Comanche and Monadnoc. The Comanche is in fighting order; but the Monadnoc is going to ruin. The Monadnoc came here around Cape Horn. She has the marks of three shots on one side of her plating, said to have been received in Charleston harbor. The afternoon of Friday was given to an examination of the docks, ships, machinery, parks, storehouses, etc., etc., of the Navy Yard.

The indoor sessions of the Institute ended Friday noon. Just before adjournment, a watch-chain, with seal, etc., was presented to our worthy County Supt., J. K. Bateman.

Friday evening the teachers left us for their respective homes, expressing themselves as exceedingly well pleased with their four days' meeting in our town.

Respectfully Yours,

C. B. TOWLE.

VALLEJO, CAL., Sept. 27, 1879.

LITERARY NOTES.

—Henry Holt & Co. have in preparation a volume on "Social England" by Escott.

Henry Holt & Co. have in preparation a new and enlarged edition of the poetical works of Arthur Hugh Clough.

—Senator Logan, of Illinois, has been reciting passages of "Richard III." to an excursion party on board a Mississippi steamer.

—Lady Blunt, whose work on the "Bedouins of the Euphrates" has given her great fame, has recently taken a trip to Central Arabia.

—The No Name Series of Novels seems to be steadily popular. "The Colonel's Opera Cloak," one of the latest issues, is now in its sixth edition.

—It is now the season for political excitement and we are interested to notice that Col. T. W. Higginson is being talked about as a possible candidate for mayor of the city of Cambridge, Mass.

—A. C. Armstrong & Son have just published two new editions to be added to the already numberless ones of Macaulay's works. The public seems ready, however, to take any number of copies of the matchless "Essays."

—The reading public, much to its credit, never seems to tire of Tennyson's poems. At the recent trade sale in New York about 8,000 copies were sold, and so great seemed the desire of booksellers to purchase that the auctioneer remarked to the audience, "You are as bad as the Gold Room."

—"The American Bicyclist" is a little book recently published by Osgood & Co., which shows quite conclusively that the velocipede rage of ten years ago, which suddenly subsided, has now begun to come up again. The vehicles now made are far superior to the old ones, and the writer regards the exercise as both delightful and healthful.

—A very unique and interesting literary work is now in preparation by Pope Leo XIII. It consists of a compilation of all the Papal Bulls ever issued, and will be in the Catholic world of much the same authority that the "Revised Statutes" are to the legal fraternity. As the Pope is now infallible he has full authority to perform this kind of work.

—A volume of much interest to the numerous admirers of Charles Dickens has just been brought out by Scribner & Welford. It consists of an English edition of a volume of Dickens' early sketches which have never been published in the usual editions of his works. The book has the characteristic title of "Sketches of Young Couples and Young Gentleman, by Boz."

—Rev. Joseph P. Thompson D. D., who recently died at Berlin, was one of the best known and most respected Americans living abroad. He was a man of remarkable literary industry and ability. At his death he was at work upon a volume to be entitled "The Hebrews in Egypt," and among his numerous other productions are the following: "Man in Genesis and Geology," "Life of Christ," "Lectures to Young Men," "Egypt Past and Present," "The Believer's Refuge," "The Sergeant's Memorial," etc., etc.

—The eighth volume of the admirable "Cyclopaedia of Biblical, Theological, and Ecclesiastical Literature," edited by Rev. Drs. McClintock and Strong, is now ready at the Harpers. It is very comprehensive in its selection of topics and thoroughly impartial and scholarly in its treatment of them. There is probably no other work of the range and value of this. The editors expect to complete the work in two more volumes, which will not be ready for a year or two to come.

What is too small to be seen people are apt to regard with contempt or indifference. And yet of infinitesimal creatures it is true—1. That, as food, they feed a greater number of beings than any other kind of organisms; 2. That, as scavengers, they eat more refuse matter than any other group of organisms; 3. That, despite their minuteness, their fossil remains are much greater in bulk and of much greater consequence than those of the pre-historic monsters; 4. That, as builders, they have produced immense structures that far surpass the most colossal works of man. Edible earths and infusorial earths are made up largely of, and owe their nutritive qualities to, the remains of microscopic animals.—*Popular Science Monthly*.

OFFICIAL DEPARTMENT.

ILLINOIS—AMENDMENTS TO THE SCHOOL LAW.

DEPARTMENT OF PUBLIC INSTRUCTION.

SPRINGFIELD, ILL., Sept. 20, 1879.

To School Directors and Teachers:

Presuming that you are already supplied with copies of the new edition of the School Law, I wish to call your attention to a few changes which have been made in it.

1. *Election of Directors.*—The regular election of school directors will be held on the third Saturday in April, instead of the first, as heretofore. [§ 42.]

2. *Organization and Meetings.*—The board of directors is required to meet and organize within ten days after the election. It is also required to hold regular meetings, and may hold special meetings. Official business, of whatever kind, can be legally transacted by the directors only at regular or special meetings, and the board must keep a careful record of all its proceedings. [§ 42.]

3. *School Year—School Month—Holidays.*—One hundred and ten days, actually taught, is the minimum school year; and no district can receive a share of the public funds, if it does not maintain a school for this length of time, between the first of October and the thirtieth of September following. [§§ 34, 48.]

The school month is the same as the calendar month, exclusive of Saturdays and holidays.

The legal holidays are New Year's, Fourth of July, Christmas, and Thanksgiving and fast days appointed by national or state authority. Upon these days teachers may close their schools, and cannot be required to make up or to lose the time, if directors grant the schools special holidays to attend fairs or for any other purpose. [§ 54.]

4. *Teachers' Certificates.*—Every teacher, when he makes a contract to teach, must hold a legal certificate, good for the entire term of his employment.

5. *Registers—Schedules—Orders.*—Every teacher must keep a daily register of his school, the book to be furnished by the directors. For the form of the register and the schedule, see § 53.

The schedule is made a monthly summary of the register. The order of proceeding with regard to schedules and teachers' orders is this: Every teacher must make up, certify, and deliver to one of the directors, his schedule for the month at the end of each calendar month while his school is in session, except that school days in October, before the first Monday, must be included in the September schedule, and omitted from the October schedule; and school days in April, before the first Monday, must be included in the March schedule, and omitted from the April schedule. The directors to whom the schedule is delivered must receipt to the teachers for it. The directors must at once examine the schedule, and certify it, if found correct. The teacher is entitled to his pay monthly; and after certifying the schedule (they cannot do it legally before) the directors should draw an order for the amount due the teacher, and deliver it to him; and they should file the schedule with the township treasurer. All schedules for the six months prior to the first Monday in April must be filed by the directors at least two days before that date; and all for the six months prior to the first Monday in October, two days before that date. If any teacher neglects to return any schedule until after the date when it should be filed with the treasurer, the teacher forfeits his pay for the time covered by that schedule. If any board of directors fail to certify any schedule, duly filed with them, until after the date when it should be filed with the treasurer, they cannot draw an order to pay the teacher for the time covered by that schedule, but are responsible to him personally for his pay for such time. If any board of directors fail to file any schedule in due season with the treasurer they are liable personally to the district for any loss which it may sustain thereby. [§§ 53, 54.]

The teacher's order must state upon its face the rate at which the teacher is paid, the length of time for which the order pays, and that a schedule covering this time has been returned by the teacher and certified by the directors. If an order is not paid by the treasurer upon presentation to him, he must endorse that fact upon it, and it draws interest at the rate of eight per cent until paid, or until the treasurer notifies the clerk of the board of directors, in writing, that he has money to pay that order, when the interest stops. [§ 53.]

6. *Treasurer's Statement to the Board of Directors.*—An itemized statement of accounts for the preceding six months, subscribed and sworn to, must be made within two days after the first Monday in April and October by every township treasurer to each board of directors in his township. The

directors must record these exhibits; and, at the annual election in April, must post them upon the door of the building where the election is held. [§ 63.]

7. *Funds of Union Districts.*—Union districts are empowered to concentrate their funds into the hands of one township treasurer; and all orders to pay teachers and current expenses should be drawn on that treasurer. [§ 65, 67.]

8. *Orders Against Uncollected Taxes.*—If the directors draw orders except for teachers' wages, in anticipation of taxes levied but not collected, such orders must state that fact upon their face; and the sum of such orders must not exceed seventy-five per cent of the tax uncollected, and they must be a complete discharge of the district from the debt in payment of which they are drawn. [Page 79.]

JAMES P. SLADE.

Superintendent of Public Instruction.

PREMIUMS FOR SUBSCRIBERS.

For two or more subscribers at \$2.00 each, we will send postpaid any book or books the retail price of which does not exceed one-third of the amount of money sent.

Books Worth.

For two subscribers and \$4.....	\$1.33
For three subscribers and \$6.....	2.00
For six subscribers and \$12.....	4.00
For nine subscribers and \$18.....	6.00
For twelve subscribers and \$24.....	8.00

The following books are particularly recommended:

Soldan's Grube's Method of Teaching Numbers.....	\$.30
Wedgwood's Topical Analysis.....	.50
Holbrook's Normal Methods.....	\$ 1.50
Phelps' Teacher's Hand Book.....	1.50
Northend's Teacher's Assistant.....	1.50
Page's Theory and Practice.....	1.50
DeGraft's School-room Guide.....	1.50
DeGraft's School-room Song Budget.....	15
DeGraft's School-room Chorus.....	35
Fitch's Art of Questioning.....	15
Webster's National Pictorial Dictionary, 1040 pp., over 600 illustrations. Sheep.....	5.00
Webster's Unabridged Dictionary 1928 pp., with Supplement.....	12.00
Hoose on the Province of Methods in Teaching.....	1.00
Huntington's Unconscious Tuition.....	15
Kennedy's Philosophy of School Discipline.....	15
Regents' Questions, 25 cents each, complete.....	1.00

Currency or letter stamps may be sent in a letter, but always at the sender's risk. We do not want stamps of a larger denomination than three's. S. R. WINCHELL & Co., Publishers.

One of the public-school principals of Chicago has inventive and mechanical genius of a high order, as is shown by a paragraph in the local columns of *The Times* to-day. The Clark school not having a sufficient number of cups for the accommodation of the thirsty urchins who there receive instruction, the pedagogue in question bethought him of a novel machine for the distribution of the contents of Lake Michigan in quantities to suit. This instrument is a wooden trough built after the model of the old-fashioned conductors on rural cattle-sheds, into which the water is permitted to run freely from a faucet. To make the process of drinking easy and enjoyable, small holes are cut in the outer edge of the trough to which the boys apply their lips, and the liquid trickles down their throats with great freedom. The principal, it is understood, in his application for a patent, specifies as his own inventions, first, the trough, second, the orifices, and, lastly, the lads who permit themselves to be imposed on by his barbarous device. The board of education ought to inquire into this swinish proceeding, and take measures to place the man responsible for it where he will not have further opportunities to exercise his beastly originality.—*Chicago Times*.

The *Times* is very brave in assailing a poor irresponsible schoolmaster; but it has not a word to say of the pompous humbug who finds it necessary for the security of his position to surround himself with half-wits like the above-described party, nor about the senile and irascible old man whose spigot economy makes such beastly devices a necessity.

—J. W. Payne, of Lexington, Ill., succeeds J. C. Comstock as agent for A. S. Barnes & Co. in the states of Wisconsin and Minnesota.

—Prof. Allen A. Griffith, the Elocutionist—now president of Fulton College—has a new lecture on "*Faces: Signs of Character*"—which is said to be a Lecture and Elocutionary entertainment combined. We have hanging in our office a card of eighteen faces—published to illustrate the lecture, that are remarkable expressions of mental mood. The Lecture will be given in this city soon.

Educational Intelligence.

EDITORS.

Iowa—J. M. DeArmond, Principal Grammar School No. 5, Davenport.

Illinois—J. N. Wilkinson, Principal Fifth District School, Peoria.

Indiana—J. B. Roberts, Principal High School, Indianapolis.

Minnesota—O. V. Tousley, Supt. Public Schools, Minneapolis.

Wisconsin—Prof. S. S. Rockwood, State Normal School, Whitewater.

Michigan—E. B. Fairfield, Jr., Supt. Public Schools, Howell.

CHICAGO, OCTOBER 9, 1879.

THE STATES.

MICHIGAN.—Prof. Fairchild has conditionally accepted the presidency of the Kansas State Agricultural College, and expects to commence his duties there about the first of December.

Charles H. Chase, a graduate of Albion College at its last commencement, is principal of the school at Zeeland.

The Cass county teachers have organized a county teachers' association. Another outgrowth of the teachers' institutes.

Miss P. Della Pierce, a graduate of Albion College in the class of 1877, has a very desirable position as preceptress of the Canfield (Ohio) high school.

Albion College believes in co-education, but not in co-boarding, and is enforcing the rule prohibiting young men and women from boarding in the same house.

From half a dozen scholars in 1870 in the Marcellus school the pupils have multiplied until they now number 273, requiring the employment of three teachers.

The teachers' institutes yet to be held during the month of October are as follows: Kalamazoo county, at Augusta, Oct. 13-17; F. B. Hall, local committee; Profs. E. Olney and D. Putnam, instructors. Tuscola county, at Caro, Oct. 15-19; A. C. Brower, local committee; Profs. C. B. Thomas and I. W. Morley, instructors. Hillsdale county, at Hillsdale, Oct. 20-24; Prof. C. G. Robertson, local committee; Profs. L. McLouth and W. H. Payne, instructors. Livingston county, at Howell, Oct. 27-31; Profs. E. B. Fairfield, Jr., and Austin George, instructors. Genesee county, at Fenton, Oct. 27-31; Prof. M. T. Gass, local committee; Prof. J. Estabrook, conductor. Allegan county, at Saugatuck, Oct. 6-10; R. L. Newnham, local committee; Prof. C. F. R. Bellows, conductor.

The school board of Battle Creek has voted to raise \$17,000 for next year's school expenses.

The last legislature passed an act providing for the establishment of a separate school for the blind now cared for at the Deaf and Dumb asylum at Flint. Gov. Croswell has appointed ex-Gov. Bagley of Detroit, Hon. Townsend North, of Vassar, and N. S. Applegate, of Detroit, as the commissioners under said act to provide temporary accommodations for the blind, select a suitable site, and erect a building for the proposed school.

Olivet College reopened this fall with the largest attendance it has had since the war. Col. Fairman, who drew the plan for the new art gallery, will soon visit the college and give it a \$3,000 painting.

A night school has been started in Ypsilanti, under the charge of Mr. H. F. Cochrane, a graduate of Union College. Some of the faculty of the Normal have also consented to give occasional lectures. The school will be held five evenings in a week for a term of three months.

We learn from advance sheets that a new periodical, devoted to the industrial, educational, and general interests of the blind, is about to be started at Concord by Mr. A. M. Shortwell, a blind gentleman; price, fifty cents per annum. The first number will be issued as soon as two hundred subscribers or equivalent patronage can be secured, probably early in October.

ILLINOIS.—When *The Schoolmaster* was merged in *THE EDUCATIONAL WEEKLY*, I consented to take charge of the Illinois Department. For the first two years I was able to devote some time to the preparation of matter for its columns, but in the last eight months I have been responsible for little that has appeared. Feeling that I deserve no censure for what may offend, nor compliment for what is excellent, I have urged the publishers of the *WEEKLY* to withdraw my name from this department of the paper, and substitute one that shall be something more than a figure-head. Mr. J. N. Wilkinson, of Peoria, who has consented to take charge, is too well known to the leading

teachers of the state to need a formal introduction. I congratulate the *WEEKLY* upon the addition to its staff of so enthusiastic and efficient a worker. Just five years ago I succeeded Mr. Gove in the management of *The Schoolmaster*. In these years of work it has been my privilege to make the acquaintance of a large number of fellow craftsmen, and to receive numberless kindnesses from very many of them. They will please accept the sincere thanks of
JOHN W. COOK.

Teachers of Illinois:—I desire your coöperation in the work of news-gathering among the schools of our state. I cannot leave my regular work to come among you, but I shall be glad to make, by correspondence, the acquaintance of those I have not already had the pleasure of meeting. Subscriptions and news items received by me will be promptly forwarded to the *WEEKLY*. I shall be under obligations to such of you as will write me or send clippings from your local papers concerning institutes and other educational events. Promising to give what I get and get what I can, I am,

Your Obedient Servant,

J. N. WILKINSON.

PEORIA, ILL., Oct. 4, 1879.

J. W. Lowdermilk, principal of schools at Auburn, Sangamon Co., publishes a very neat catalog of his school. The most of the expense is doubtless met by the business men of the place, who advertise liberally in its pages.

G. B. Harrington, Supt. of Bureau Co., has sent to all his schools a circular containing eighteen questions on state and national law. They are designed to suggest such thoughts and discussion as will prepare the pupils for intelligent citizenship.

Two hundred schools had exhibits at the State Fair at Springfield last week. Notwithstanding Peoria schools have just taken entire possession of the County Normal building, they find they still lack house room. The board are now taking steps to erect another building.

The following premiums for educational exhibit were awarded at the State Fair last week:

HIGH SCHOOL.

Best set of not less than three papers in each of the following: 1st—Language. (both translation and composition). 2d—Mathematics, (Algebra or Geometry). 3d—Natural Sciences, (Botany, Natural Philosophy, Physiology or Zoology). Dip. & \$15.—Lake View. Second best, \$10.—Decatur.

Best set of not less than three papers in Language, (both translation and composition). Dip. & \$10.—Mendota. Second best, \$5.—Avon.

Best set of not less than three papers in Mathematics, Algebra, or Geometry. Dip. & \$10.—Lake View. Second best, \$5.—Galesburg.

Best set of not less than three papers in Natural Sciences, Botany, Natural Philosophy, Physiology, or Zoology. Dip. & \$10.—Lake View. Second best, \$5.—Decatur.

GRADED SCHOOL.

Primary Schools.—Best set of not less than five papers in each of the following: 1.—Spelling fifteen words. 2.—Penmanship, four lines, written with pen or pencil. 3.—Arithmetic. Dip. & \$15.—Springfield. Second best, \$10.—Springfield.

Best set of not less than five papers in Penmanship. Dip. & \$5.—Springfield.

Intermediate Schools.—Best set of not less than five papers in each of the following: 1st—Spelling, twenty five words. 2.—Penmanship, ten lines. 3.—Arithmetic. Dip. & \$15.—Springfield. Second best, \$10.—Springfield.

Best set of not less than five Arithmetic papers. Dip. & \$5.—Springfield.

Grammar Schools.—Best set of not less than five papers in each of the following: 1st—Drawing. 2.—Grammar. 3.—Geography. Dip. & \$15.—Springfield. Second best, \$10.—Springfield.

Best set of not less than five papers in Geography. Dip. & \$5.—Pecatonica.

RURAL DISTRICT SCHOOL.

Best set of not less than three papers in each of the following: 1st—Spelling, twenty words; 2nd—Language. 3d—Letter Writing. 4th—Arithmetic, through Percentage. Dip. & \$15.—Grand Tower. Second best, \$10.—Galesburg township.

Best set of not less than three papers in Spelling, twenty words. Dip. & \$10.—New Milford.

Best set of not less than three papers in Language. Dip. & \$10.—Dist. No. 3, Cedar township.

Best set of not less than three papers in Letter Writing. Dip. & \$10.—Dist. No. 4, Galesburg.

Best set of not less than three papers in Arithmetic, through Percentage. Dip. & \$10.—Dist. No. 3, Cedar township.

SWEEPSTAKES—OPEN TO ALL SCHOOLS.

Best set of not less than three Drawing papers. Dip. & \$20.—Springfield.

Best set of not less than three papers in U. S. History. Dip. & \$20.—Springfield.

Best set of not less than three papers (full page each) in Penmanship. Dip. & \$20.—Springfield.

—J. H. Sampson, for many years manager of Ohio for A. S. Barnes & Co.'s publications, and recently Secretary of the Union Life Association, Columbus, O., has resigned the latter position and accepted a position as manager of the Subscription, Church Music, and Periodical Department of A. S. Barnes & Co. for the West; office in Chicago. Mr. Sampson brings his family with him and will make Chicago his future home.

IOWA.—Dr. Magoun, President of Iowa College, has gone east to remain about a month. He will deliver his second course of lectures at Andover.

Mr. George Salot, of Dubuque, is writing a series of articles on the resources of Iowa, for a work soon to be published by the French government.

Cornell College, at Mt. Vernon, is the most important educational institution west of Evanston, connected with the M. E. Church, and this center of learning is particularly fortunate in securing Rev. F. W. Paxton, presiding elder for the district for eight years, as financial agent. This gentleman is well qualified for the task and Cornell will be the gainer.

The students of the State University have started a new paper called *The Vidette*.

Iowa Falls needs a new school building.

Clinton paid her teachers \$14,194.43 last year.

The forthcoming Normal Institute in O'Brien county will be conducted by Prof. Wernli, of Le Mars.

The *News Letter* says that Mr. Henry C. Adams, an Iowa College graduate, has been offered an assistant professorship at Cornell University, New York, by Pres. White, U. S. Minister at Berlin.

Chambers' Encyclopedia of English Literature has been offered as a prize by Mrs. Aiken to the best student of Iowa College in that branch.

Some enterprising ladies of Pella have started an industrial school for girls.

The *Waters of Madisonian* says that Mr. C. C. Cory, principal of the Pella schools, did good work as conductor of the Normal institute in that place.

Miss Mary R. Magoun, a product of Iowa College, is assistant principal of the Cresco high school.

The Iowa Deaf and Dumb Institution, at Vinton, has begun the fall term with an attendance of about 200 pupils.

Supt. Speer tells in the *Marshall Republic* of a teacher in Marshall county who painted and papered his school-room to make it more attractive. Then the school board resolved to purchase new desks for the building.

The Cedar County Teachers' Association will meet this week at Loudon. Lecture Friday evening by Supt. J. W. Akers, of Cedar Rapids. Saturday's program includes the names of Louise Elijah, Will H. Hart, E. M. Elliott, E. A. Gilman, Mary H. Kilbourne, E. E. Frink, and the president of the association, O. C. Scott.

INDIANA.—On Tuesday, Sept. 30, there was held in the city of Indianapolis a notable reunion of the "Old Boys" of Marion County Seminary. This institution existed from 1834 to 1853. In it were educated many of the boys who are now the leading professional and business men of the capital, and many other towns of the state. A hearty feeling of brotherhood seems to bind the "old boys" together, and it is all the heartier because tinged with a feeling of sadness that year by year the number is growing less, and no annually recurring commencement is replenishing the depleted ranks. The afternoon was spent upon the campus of the old N. W. University in listening to an address of welcome by Calvin Fletcher, president of the Alumni Association, and responses by Professors Benj. L. Lang and John T. Morley, former instructors. Letters were read from absent pupils and teachers, and old school songs were sung. But the interesting and exciting part of the afternoon's performance was the playing of the old games, especially that of *shinny*, into which the grey-headed veterans entered with a zest quite equal to that of their younger days. The evening was spent at Masonic Hall, until a late hour in listening to the history of the school, by Rev. Jas. C. Fletcher, the noted Brazilian and European traveler and author, to an oration by Oliver M. Wilson, and the Necrology of the school, by Berry R. Sulgrove, one of the ablest newspaper writers of the state. These meetings are to be kept up annually as long as there shall be survivors.

The President of the United States has come and gone, and in his brief speech to 30,000 Indians assembled at the state Fair, he uttered the following climax that ought to secure for him the hearty praise of every one interested (as who is not?) in the cause of education: "We understood perfectly well that Indiana could raise, and perhaps had raised fifty million bushels of wheat per year, worth from forty to fifty millions of dollars. We understood that Indiana had raised, and could continue to raise one hundred and fifty million bushels of corn per year, worth forty or fifty million dollars. We understood that Indiana raises cattle and horses and other products that can be raised in the best sections of the best continent on the globe. [Great applause]. We understood Indiana had coal and iron and timber and manufacturing; and that the good things she didn't have already she was beginning to have; and the country is beginning to have a market for her supplies beyond the sea, [Cheers]. But the advantages of Indiana did not stop with the

material advantages I speak of, as we understood them. We learned also that Indiana has not only cared for cattle and horses and crops, but that she has fostered her educational institutions by building ten thousand school-houses, [great applause] and we learned further that in proportion to population she has the largest school fund of any state in the Union. [Cheers]. So, my friends, we are glad to come to Indiana, because we know that whatever good times may bring to any part of the country, they are sure to bring to this state the lion's share of whatever good belongs to prosperous times." [Great applause] Secretary Thompson, who followed in a cheery and witty speech, dwelt on the President's remarks upon the school system. Alluding to the primitive times when he himself for a short time wielded the birch, he said: "We had no school fund then, and we had to depend upon the fines and forfeitures under the first constitution to build up a school system upon. We had no educational advantages; as you might well suppose from the fact that I was one of the educators of the state, but followed only long enough to know that I knew nothing about it." [Laughter.] * * * "The forests have gone, and we have fields of corn attesting the fertility of the soil where they stood, and the primitive school house has disappeared and elegant institutions dot the state all over; and the President did not put it strong enough when he said that our school fund was larger than that of any other state in the Union in proportion to the population. It is larger than that of any other state regardless of population. The ten millions of school fund that we now possess, gives us more wealth and power than any other people under the sun, for the fostering of our educational interests." [Great Applause].

Prof. D. S. Jordan and party have returned from their European tramp. He gives the following summary of the average expense to each member of the party:

Fare, Indianapolis to Bremen and return, (including steward's fees, bootblacks and all sorts of drink money	\$120
Railroad fares in Europe	45
Steamboat fares in Europe	5
Board in Europe, 11 weeks	90
Fees to director of party	25
Admission to cathedrals, circuses, theaters, waterfalls, picture galleries, and peep-shows of all sorts	10
Beggars	0
Silk dresses and gloves, average	10
Books, average	10
Pictures, average	10
Presents	5
Other extras and necessities	5

Total, average actual expenses	\$340
Average necessary expenses	290
Least actual expenses	220
Greatest actual expenses	400

Go thou and do likewise.

D. S. JORDAN.

Prof. Jordan removes from Irvington and enters at once upon his duties as Professor of Natural History at the state University located at Bloomington, Indiana.

WISCONSIN.—Some time since these notes sent Miss Rose Swart from the Oshkosh Normal to the River Falls school. It was a mistake. The management of a private school at St. Paul was finally victor over both Presidents and the Normal Board. It was money that did it. The Board should stiffen up a little on the salary matter and pay their men and women according to the value of their services, irrespective of "the regular salary attaching to a given position," or such losses will certainly continue.

Very generally the old county superintendents have been re-nominated this fall, and this is as it should be, but there is one very notable exception and that in Walworth county, whose teachers are classed among the best in the state by the State Superintendent. Fred W. Isham was thrown overboard after four years of labor which have made him one of the leading superintendents in the state, and Secretary of the State Association. He was beaten by one vote. Personal spite and revenge did it. The good of the schools cut no figure at all in the convention. It was not mentioned. In doing his duty the superintendent had condemned an old school-house, had refused some a certificate, had urged the payment of good wages to teachers, etc., etc., and for these offenses he was "rotated" out. As for the new man, he is probably the next best man for the place, and that is the only saving point in the whole affair.

That a schoolma'am in the county of Rock and state of Wisconsin, in this day and generation, should get angry at a boy for some mischief of hiding hats and quarreling over it, and whip him all over his body and extremities

with a ruler until his brother counts sixty blows, and a woman in an adjoining house counts eighty, is simply incredible. We wish it were impossible to prove it. We hope no one will believe a word of it.

Of the nine last graduates of the Whitewater Normal School in the full course, one is principal in the Whitewater schools, one is at the head of the Horicon schools, and a third is principal at Elkhorn. The girls have done as well. One is assistant in the Elkhorn high school, another assistant in the East Side Eau Claire high school, two have positions in Milwaukee, one (who paid tuition all the way through, not intending to teach) will be at the head of the Hebron school, and the ninth has not been heard from. This is an unusually good showing and may be explained in part, doubtless, by the age and maturity of the class—their average age being something over twenty-three years.

We have before us the September Monthly Report of the La Crosse schools and it must be a very poor superintendent who can keep them in the condition shown by the report. With an enrollment of 1838, the attendance was 97.27 per cent, and 23 cases of tardiness. There is an increase of 174 over the enrollment of same month last year.

The *Baraboo Republic* asks: "How long ought a woman to serve as county superintendent before she is deemed to know enough to vote?" There is a sort of unconscious sophistry in such a question. Voting is a political act and the political unit is the family and not the individual, hence knowing has had nothing to do with the question as it has always stood. We are not saying that what is and has been ought to be, by any means. The higher the civilization, the more the individual is differentiated from the family, sex, or class, and woman-suffrage may be one of the results. Who can tell?

According to the Milwaukee *Sentinel*, the Cathedral School Society has nearly 300 members, and has 500 children in its schools, taught by eight Sisters of Charity and four Brothers of the Holy Cross.

"Little Johnny Clem, the Drummer Boy of Chickamauga" is now "Prof. John T. Clem, U. S. Army, Military Science," of the Galesville University in Trempealeau county. It is a true case of 'reward of merit.' The great generals of the Mississippi Valley knew him well, and Gen. Grant looked out for him when the war was over. We hope he can teach as well as he can fight, and if he can, his pupils will be among the most fortunate in the state.

The Reform School at Waukesha is suffering from typhoid fever of an epidemic character. The cause, as usual, is in the defective sewerage and consequent infection of the water supply. By and by somebody will desire to investigate the Board of Managers, we should think.

MINNESOTA.—A St. Louis gentleman of means and culture, whose name is withheld, has presented several hundred volumes of valuable books to Carleton College, at Northfield. Embraced among them are some of the most eminent authors known to the literary and scientific world.

A meeting of the school board of Duluth, last week, voted down a proposition to issue \$5,000 of bonds to build a central school-house.

The school superintendent of Goodhue county gets \$1,200 a year.

All the unsold school and agricultural college lands in Waseca county will be offered for sale at the county auditor's office, in Waseca, on Saturday, October 25.

The *St. Peter Tribune* says: A. R. McGill has gone to his old home in Pennsylvania on a visit, and rumor has it that he will not return alone—that a bright-eyed teacher in the normal school at Edinboro will come back with him as his bride. This is strictly confidential.

J. Fletcher Williams, secretary of the State Historical Society, is engaged in preparing for the bureau of ethnology of the Smithsonian Institute at Washington, D. C., a bibliography of the Indian tribes of Minnesota, as far as the Historical society library can afford it. The Institute named is preparing, under the charge of Maj. J. W. Powell, a bibliography of the whole North American Indians, of which Mr. Williams' contribution will form a part.

About two weeks ago Rev. Sherman Hall, superintendent of schools of Benton county, died after a brief illness from the results of injuries received in falling from his buggy. Mr. J. E. Cheney has been appointed as Mr. Hall's successor for the balance of the latter's term. Mr. Cheney is a graduate of Georgetown, D. C., College, and is a gentleman of large ability and superior education.

Mr. C. S. Bryant, secretary of the high school board, has returned from Hastings, having examined the high school there on Tuesday and Wednesday last. A class of fifteen underwent the ordeal, all of whom passed, with the exception of one only. The average per cent in all studies made by the school was 70.40, being about five per cent higher than last year, or 1878; five pupils

of the Hastings high school passed the board's examination, one of whom has successfully entered the State University, one is now studying at Carleton College, Northfield, and three of them are engaged in teaching. All of them have demanded their diplomas from the high school board. Mr. Bryant speaks in the highest terms of the Hastings establishment. The building and the general scholastic arrangements are very fine, and the school possesses a philosophical apparatus, purchased recently at a cost of \$2,500—all of which demonstrates that Hastings is keeping pace with the educational advancement of the age.—*St. Paul Pioneer-Press*.

At the Annual School meeting in Northfield last Saturday evening, Oct. 4, W. S. Pattee and A. F. Kingman were elected members of the School Board in place of Jas. Law and F. C. F. Pence, whose term of office expires. Mr. Pattee was for four years principal of the public schools, and resigned a year since to enter upon the practice of the law. Mr. Kingman has been on the school board before. At this meeting the women voted for the first time and so much excitement was raised that about four hundred and fifty votes were cast. There are about four hundred and sixty pupils in the schools, and everything moves on pleasantly.

Shattuck school at Fairbault is in a flourishing condition. Many applicants have been denied admission for want of room.

Ladies' Hall of Carleton College is unusually full this term. The new teachers have entered upon the discharge of their duties.

Rev. E. S. Wilson, Professor in Seabury Theological School at Fairbault, has resigned the rectorship of the Episcopal Church at Northfield and taken up his residence at the former city.

OHIO.—Since the death of Prof. LaCroix, of the Wesleyan University, his classes in history have been heard by Mrs. Prof. Williams, (formerly Miss Delia Lathrop, of the Cincinnati Normal), and those in modern languages by Dr. Davies. The irregular collegiate department has been abolished. A new Latin text-book, by Professor Grove, of the University, has just appeared, and is highly commended.

The thirty-third annual session of the Starling Medical College, at Columbus, was opened on the evening of the 1st inst., with an address by Prof. H. G. Landis, upon the subject "Sects in Medicine." The session opened with about sixty students in attendance.

The report of the first month in the current year of the Hamilton public schools shows pupils enrolled, 1,738; belonging, 1,632; attending, 1,604; average per teacher, 54; in high school, 80; Percentage of attendance on average belonging, 99. In German-English department, 685. Teachers, 31, including special teacher of music. The enrollment exceeds that of September, 1878, by 95.

The annual enumeration of children of school age gives a total of 4,465, boys 2,177, girls 2,288. The nationalities represented are: Americans, 2,453; Germans, 1,221; Irish, 414; English, 224; colored, 76; French, 38; Scotch, 31; Swiss, 9.

The Salem Union Schools, in charge of W. D. Henkle, editor of the *Ohio Educational Monthly*, have already one hundred and thirty new pupils this year. Yet the new school census shows fifty less children of school age. There is evidently something wrong about the "returning board."

Professor J. H. Thompson, a native of Senecaville, Guernsey county, and for years a teacher in this state, died recently in Des Moines, Iowa, where he had been Superintendent of Schools for the last seven years. He was in charge of the Senecaville school when the place was raided by the rebel General Morgan, in 1863. L. S. Thompson, Professor of Industrial Art at Purdue University, Lafayette, Ind., is a brother of his.

The Soldiers' Orphan School at Mercer, now has three hundred children in residence, with eight teachers and fifteen other employees. Mr. H. R. Stewart and wife are in charge.

A new departure has been taken by Van Buren township, Montgomery county, in the appointment of a Town Superintendent of Schools, Professor J. C. Morris, and the adoption of a graded course of study. It is expected that this office will, in a measure, make good for this township the failure of the last Legislature to provide a county superintendency.

—Supt. H. G. Wetty, of the Marion schools, is doing a good thing each week in publishing a selection of "Memory gems" for his primary and grammar departments, in the *Marion Independent*.

The Tri-State Teachers' Association held a sixth meeting at Toledo on the 4th inst. Further notice will be made of it next week.

The Northwestern Ohio Teachers' Association holds its next meeting at the Cleveland Board of Education rooms, on Saturday the 11th. A good program has been provided.

WHEN SCHOOL LETS OUT.

When school "lets out" at sun-down time,
And shadows long up hill-sides climb,
With leap, and romp, and laugh and shout,
In kilt and smock and roundabout,
By grainie'd fence, through pasture-grass,
A foot-worn way the scholars pass;
And bright-faced elf and brown-faced lout
Go heart-glad home when school "lets out."

I sit and watch, where, white and slow,
The mistress moves in grace below;
A lithe young girl, with folded hands,
With low-down locks in wide, brown band;
Who floats in light where deep shade lies;
With sweet, sad looks in lake-blue eyes;
I sit and watch, and hope and doubt
I know not what, when school "lets out."

Were I so young as they who know
The mild maid-rule, just there below,
Would I be glad as they who pass
By grainie'd fence and pasture-grass?
Would I be glad the home-bound way,
And laugh, and shout, and romp as they?
It might be so in roundabout,
But not as now, when school "lets out."

Some day—how soon I cannot tell,
But some day soon, I knew full well—
My feet shall fall with beat as slow
The green-laid way that hers do go,
And I shall feel my great heart rise
To tender looks from lake-blue eyes,
And there shall be no fear, no doubt,
Her hand in mine when school "lets out."
—H. S. Stanton.

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